R E P O R T R E S U M E S

ED 012 672 RC 001 543

HELPING RURAL YOUTH CHOOSE CAREERS.
FEDERAL EXTENSION SERVICE (DOA), WASHINGTON, D.C.
REPORT NUMBER MISC-PUB-771 PUB DATE AUG 63
EDRS PRICE MF-$0.25 HC-$0.40 10P.

DESCRIPTORS- *AGRICULTURE TRENDS, AGRICULTURE, COUNSELING, GUIDANCE, HOME ECONOMICS EDUCATION, INDUSTRIAL EDUCATION, MINORITY GROUPS, MANPOWER UTILIZATION, MANPOWER DEVELOPMENT, NEGRO YOUTH, *RURAL YOUTH, RURAL SCHOOLS, URBAN RENEWAL, *VOCATIONAL COUNSELING, VOCATIONAL EDUCATION, *CAREER CHOICE, DISTRICT OF COLUMBIA

THE NUMBER OF FARM OPERATORS, MANAGERS, AND EMPLOYEES IS DECREASING DUE TO AN INCREASE IN THE SIZE OF FARMS, A DECREASE IN THE NUMBER OF FARMS, A RAPID GROWTH IN TECHNOLOGY AND CONSEQUENT MECHANIZATION OF AGRICULTURE, AND AN INCREASE IN FARMING EFFICIENCY. IN BUSINESS AND INDUSTRY ALLIED WITH AGRICULTURE, OPPORTUNITIES FOR YOUNG PEOPLE WITH FARM BACKGROUNDS ARE IDENTIFIED. OPPORTUNITIES OUTSIDE AGRICULTURE ARE AVAILABLE TO RURAL YOUTH, BUT TRAINING AND SKILL IS ESSENTIAL IN THE COMPETITIVE JOB MARKET. THE GOVERNMENT IS ENCOURAGING THE EXPANSION OF STATE EMPLOYMENT AND EMPLOYMENT COUNSELING SERVICES, ENCOURAGING WORK AND TRAINING PROJECTS TO IMPROVE THE EMPLOYABILITY OF PUBLIC ASSISTANCE RECIPIENTS, PROVIDING TRAINING THROUGH THE MANPOWER DEVELOPMENT AND TRAINING ACT, AND ENCOURAGING ACTION PROGRAMS, WORK-EXPERIENCE PROJECTS, AND GUIDANCE AND COUNSELING PROGRAMS. LOCAL COMMUNITIES CAN HELP BY DISSEMINATING INFORMATION REGARDING OPPORTUNITIES, ASSISTING YOUTH IN CONSIDERING VARIOUS ASPECTS OF VOCATIONAL CHOICES, AND IMPROVING AND EXPANDING THE SCHOOL'S GUIDANCE AND VOCATIONAL PROGRAMS. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.05. (SF)

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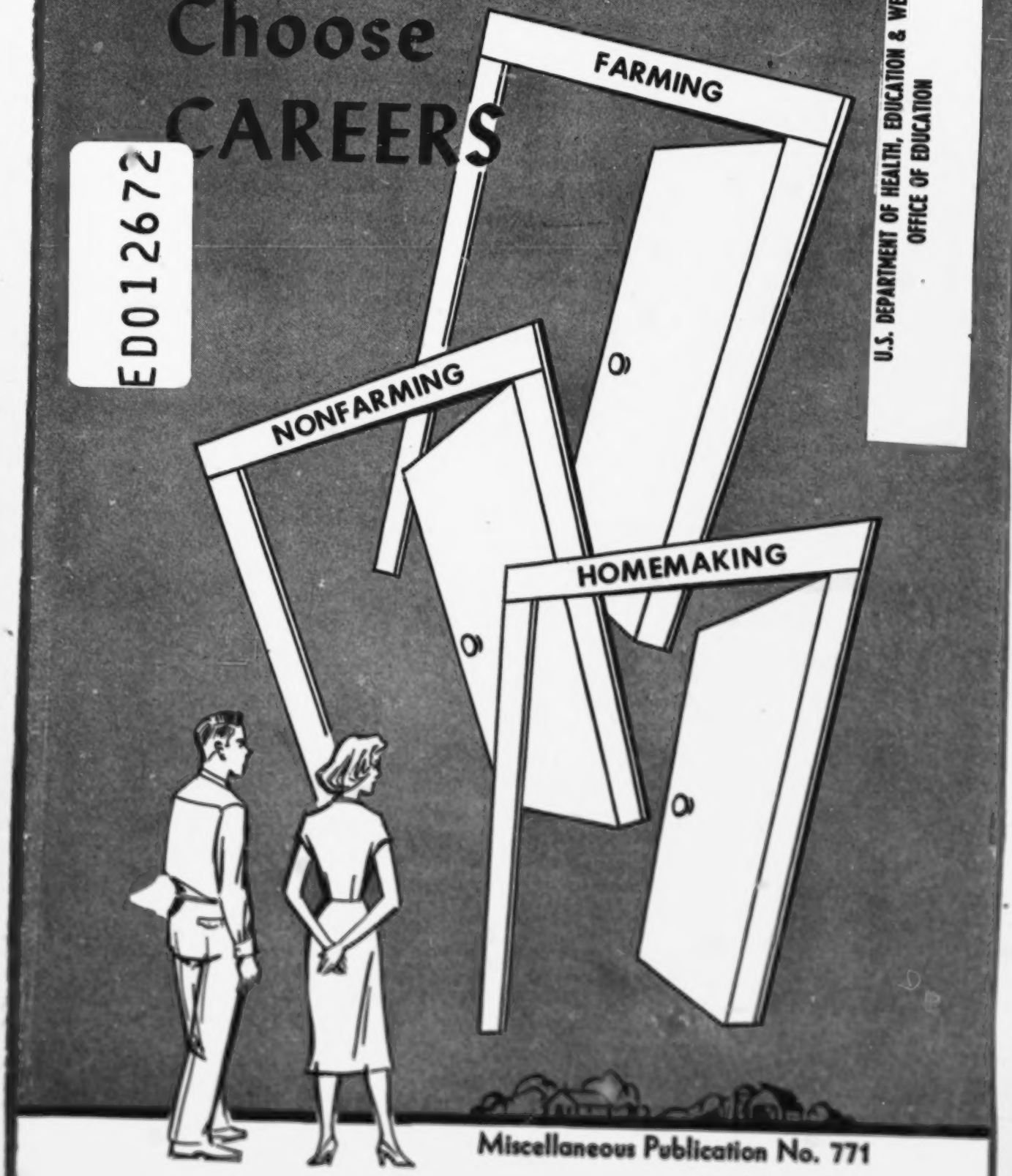
Helping Rural Youth Choose CAREERS

ED012672

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION



Miscellaneous Publication No. 771

Revised August 1963

UNITED STATES DEPARTMENT OF AGRICULTURE — Federal Extension Service

RC 001543

This leaflet points up some of the more important shifts in the employment picture with special concern for the future opportunities of young people now in rural high schools.

Rural boys and girls are faced with puzzling questions growing out of long continuing as well as recent social and economic trends. The effects of these trends are being acutely felt by young people in rural secondary schools as they begin to explore opportunities within the complex of changing patterns of employment. Guidance and employment counseling personnel, agricultural leaders, extension workers, school administrators, teachers, social workers, and other interested and responsible community people need to be aware of the trends in agriculture, business, and industry if they are to be able to give wise counsel to the rural young people who come to them for help. Both rural and urban communities need to consider the degree to which the services they offer are aware of the special needs of rural youth in making the transition from school to work, a process often involving a move from a rural to an urban area.

Federal and State agencies need to bring better educational, cultural, health, and social welfare services to rural youth which will prepare them for adjusting positively and contributing productively to community life anywhere in the Nation.

The Subcommittee on Transition from School to Work, of the Interdepartmental Committee of Children and Youth, is responsible for and cooperated in the preparation of this publication. The subcommittee members include:

U.S. Department of Agriculture:
- Robert R. Pinches, Federal Extension Service

U.S. Department of Health, Education and Welfare:
- Frank Sievers, Office of Education
- Leonard Miller, Office of Education
- Howard Cummings, Office of Education
- Lane Ash, Office of Education
- Thomas J. Skelley, Vocational Rehabilitation Administration
- Jane Butler, Welfare Administration, Children's Bureau
- Reba Choate, Welfare Administration, Children's Bureau
- Marian Coombs, Howard University
- H. Daniel Lang, Welfare Administration, Children's Bureau
- Pat O. Mancini, Social Security Administration, Children's Bureau
- Betty Barton, Executive Secretary, Interdepartmental Committee on Children and Youth

U.S. Department of Labor:
- Helen Corcoran, Deputy to Special Assistant for Youth Programs
- Adelia Kloak, Wage and Hour and Public Contracts Division
- Richard Mendenhall, Bureau of Labor Standards
- Evelyn Murray, Bureau of Employment Security, Chairman, Subcommittee on Transition from School to Work

Credit is given to the agencies represented on the subcommittee for much of the material used in the preparation of this bulletin.

Helping Rural Youth Choose Careers

EMPLOYMENT TRENDS

The U.S. Department of Labor gives the following long-term picture of employment trends: For every 100 workers in the following fields in the labor force in 1955, we will need in 1965—

	Number of Workers
Professional and technical workers	137
Managers, officials, and proprietors	122
Clerical and sales workers	127
Skilled craftsmen	124
Semiskilled operatives	122
Service workers	113
Unskilled laborers	97
Farmers	85

THE PROBLEMS

Farming

How many of the young men and women now living on farms can be effectively absorbed in farming as an occupation?—It is estimated that the need for farmers and farm workers declined by about 23 percent between 1955 and 1962. By 1970 it is projected that farm operators, managers, and employees will account for about 5 percent of the total labor force. This trend is the result of a continuing decrease in the number of farms, coupled with the growth of technology and the consequent mechanization of large segments of agriculture making possible increases in production with less labor. Concurrently, there has been an increase in the size of farms, as well as in the amount of capital investment necessary to establish and maintain a successful operation capable of meeting competition for land, capital, and other resources.

It is becoming increasingly evident that success in farming, both now and in the future, depends upon efficiency; adequate operation capital; and training in technology, economics, marketing, and business management. The operator who is poorly trained finds the competition increasingly severe.

On the basis of population data concerning births, survival rates, and number of adequate farms available, most boys and girls now living on farms would be wise to look outside of farming for a successful career.

Considering farms with gross annual sales of $10,000 and over, which numbered 795,000, or 21 percent of the total 3.7 million farms shown by the 1959 census, only about 10 percent of farm-reared boys can realistically anticipate opportunities on such farms. To take advantage of such opportunities, they must have the necessary training, skill, and financial resources.

On those farms with annual sales of less than $10,000, numbering 2.9 million in 1959, there may be many young people who choose to remain in agriculture either because they are unaware of the alternatives or

do not have necessary training for non-agricultural occupations. Then again some of these young people may value farming as a way of life. It needs to be emphasized, however, that present trends are likely to affect adversely the chances for increasing the number of such operations.

Among the rural children who need particular help in career planning are the boys and girls in marginal income areas, and in minority groups such as agricultural migrants, Indians, Latin Americans, and Negroes.

Opportunities in Fields Related to Agriculture

Are rural young people being helped to explore opportunities in agriculturally related occupations?—In business and industry allied with agriculture there are almost unlimited opportunities for young people with farm backgrounds *and with proper training.* These industries and business concerns, coupled with farming, employ an important share of the Nation's labor force.

Job opportunities for women are increasing rapidly, and the range of training required and the pay scale varies materially. The greatest shortages exist today in home economics, nursing, medical technicians, and teaching professions. New opportunities are developing for professional women in bacteriology, chemistry, statistics, dietetics, interior decorating, occupational therapy, and social welfare. The girl who is considering college faces about the same decisions as the young man.

Farm youth who can go to college should be helped to know about the many occupations within the varied fields of work closely related to agriculture.

RESEARCH:

Agricultural engineering
Byproducts
Conservation
Economics
Equipment and utilities
Food and nutrition
Housing
Marketing
New uses and methods
Processing
Production
Reclamation
Rural sociology
Textiles

INDUSTRY:

Buildings
Dairy processing
Fats and oils
Feed manufacturing
Fertilizer and lime
Food processing
Forests
Grain and seed processing
Herbicides and pesticides
Machinery and equipment
Meat and poultry packing
Public relations
Safety engineering
Testing
Textiles and fibers
Utilities

EDUCATION:

Agricultural extension
College instruction
Elementary and secondary school teaching
Farm organizations
Government agencies
International technical aid
Vocational agriculture and home economics

BUSINESS:

Banking and credit
Cooperative management

Custom work
Farm management
Farm utilities, equipment, and supplies
Grading, packaging, and labeling
Land appraisal
Rural real estate
Sales and marketing
Storage and warehousing

COMMUNICATIONS:

Advertising training
Farm reporting
Exhibiting
Magazine
Market reporting
Movies
Newspapers
Photography
Publications
Public relations
Radio
Recording
Television

CONSERVATION:

Fish
Forest
Parks
Range
Soil-water
Turf
Wildlife

SERVICES:

Agricultural consulting
Agricultural statistics
Farm technology
Food service
Foreign agricultural service
Foundations
Grading
Inspection
Farm organizations
Quality control
Regulation
Religious, cultural, health, and social welfare services for rural areas
Veterinary service

The young person in a rural high school who chooses not to go to college or to become trained in either farming, an agriculturally related occupation, or a nonfarm vocation, needs to be aware of the intense competition he will face from others who have obtained such training. His prospects for employment are further limited by the *decreasing demand for unskilled labor.*

Opportunities Outside Agriculture

Do rural young people know about the opportunities outside agriculture?—Nearly 9 million new jobs have been created in nonfarm industries since 1949, according to the Department of Labor.

Many farm youth may wish to enter occupations not related to agriculture. But here again the emphasis in the future will be upon training and skill, although in many occupations a farm background will be a decided asset as it has contributed to an early orientation to work experiences and the acquisition of mechanical and service skills.

Many occupations await the well-trained rural youth. Shortages continue in such fields as teaching, librarianship, social welfare, medicine, science, engineering, office work, machine shop, electronics, plumbing, carpentry, and sheet metal and foundry work, as well as in many other jobs at the technical level which require one or two years training beyond high school.

Girls who plan to marry farm operators usually look for jobs close to home; those who have had training in many instances have found openings as home demonstration agents, teachers, nurses, secretaries, and medical and dental technicians. Girls who have not received special training can

find many opportunities as sales clerks, and in light industries which are accessible.

It is important to recognize that farm people probably more than any other group, will be faced with the decision of moving to the job, since the majority of opportunities are located in or around the larger cities.

Many jobs relating to the tourist or vacation trade could be developed locally. Additional job opportunities may become available as industry gradually decentralizes and small factories are established in rural communities.

Vocational Training Needed

Those unable to attend college should explore the availability of vocational training in light of the increasing demand for craftsmen, machine operatives, service personnel, and skilled workers in many fields.

Rural youth do not now have access to vocational training in high schools to the same extent as do urban youth. Moreover, large numbers of rural boys drop out of school after age 15. According to census figures for October 1957, of the rural boys enrolled in school the percentage of 16- and 17-year-olds was 19 percent less than the percentage of 14- and 15-year-olds. On the other hand, for the urban boys enrolled in school the percentage of 16- and 17-year-olds was only 12 percent less than the percentage of 14- and 15-year-olds. There is very little difference in the percentage figures for girls in the same two age groups.

Guidance and Counseling Services

Are guidance and counseling services adequate to meet the need of boys and girls in rural high schools?—Altogether the Nation's public schools now employ approximately 36,000 counselors, including both full- and part-time personnel as of October 1962. In terms of full-time counselors there are approximately 24,000 available to serve the Nation's secondary public school population. While the total numbers of counselors have increased sharply since the passage of the National Defense Education Act in 1958, it can be assumed that the trend still continues with the majority of school counseling services being found in the larger schools.

In 1961–62, staff personnel from State employment services reached 10,600 high schools, or one-half of the public and parochial high schools in the United States graduating 61 percent of the 1962 total. Most rural high schools are within the one-half not now being reached.

The young people receiving assistance in testing and job counseling and placement from the State employment services are, for the most part, those entering the labor market after graduation from high school. Responsibility for helping boys and girls in career exploration prior to their leaving school is shared by guidance and counseling personnel in the schools; parent teacher organizations; public and private youth serving agencies; service organizations; agricultural, business, and industrial interests; civic clubs; and, last but not least, by parents themselves.

WHAT IS BEING AND CAN BE DONE

By Government

The Department of Labor is encouraging State employment services to expand their employment counseling and placement services to small town and rural schools. One of the real problems in accomplishing this objective is the fact that 16,000 of the 24,000 high schools in the Nation have fewer than 300 students. Attempts to overcome this problem are being made by the establishing of employment counselors in larger area employment service offices to cover smaller outlying school areas. Another approach now being developed is to have employer representatives from one local office jurisdiction interview graduates from other, probably smaller jurisdictions within which local placement is not possible.

In many counties in this Nation, rural young people are being helped to explore career opportunities through organized activities of the 4–H Club program of the Cooperative Extension Service. Often these activities are carried on with the cooperation of agricultural, business, industrial, and labor groups.

Rural youth should have the same State and Federal services as do urban youth. Too often the rural young person is not aware of the services for which he may be eligible. Rural as well as urban youth need to know that such help is available to them.

The Welfare Administration in the U.S. Department of Health, Education and Welfare is encouraging State Welfare Departments through the Community Work and Training Program, Social Services and other resources authorized by the 1962 Welfare Amendment to the Social Security Act, to establish education, work and training projects to improve the employability of public assistance recipients, both youth and adults, and a range of needed services directed toward preparation for employment and self-support.

The Manpower Development and Training Act of 1962 contains provisions which enable adults and youth in rural areas to secure training to better adapt themselves to changing occupational needs in both urban and rural jobs. Workers in farm families with less than $1,200 annual net family income are considered unemployed under the Act, and thus are eligible for priority referral for training. Youth 19 through 21 are eligible for training allowances up to $20 a week.

The Area Redevelopment Act, passed in 1961, provides occupational training for farm workers so that they will have the skills essential to a mechanized agricultural economy.

U.S. Government agencies provide many aids to local planning for occupational choice, preparation and youth employment. Federal agencies work in cooperation with State and local agencies both public and private in assisting youth to make the transition from school to work. Joint action is encouraged at the community level. Action programs include stay-in-school campaigns, promotion of part-time jobs for youth, assistance with summer

job programs, work experience projects, special programs for youth with handicaps, volunteer projects, guidance and counseling services, parent education, vocational rehabilitation, prevention of exploitation, and research on the educational status and work experience of rural youth.

By Communities

How can communities become better informed concerning the general manpower picture, vocational opportunities, and what they can do to help?—Community officials can get together with guidance and employment counseling personnel, agricultural leaders, extension workers, school administrators, teachers, public welfare workers, and other interested people to—

- See that each small town knows where the opportunities and limitations are for migration and employment in its natural employment magnet cities.
- Help young people think through such problems as commuting long distances to city jobs and the effect of such problems on their way of life.
- Work out procedures to reach the high school "dropout" in rural areas where referral from the school to the local employment office is difficult.
- Increase guidance services to take care of the increasing teen-age population in the next 10 years.
- Broaden vocational training of farm youth to include more than vocational agriculture.
- Obtain more trained counselors in schools and in other community groups.
- Encourage youth to consider and study many fields of work before choosing one.
- Know the services of the public employment service through the local offices. These offices have testing programs in addition to information on local, area, State, and National labor markets.
- Work closely with public welfare administration to develop local upgrading programs for which Federal financial participation is now available.
- Build local libraries of publications issued by Government, private industry, and professional organizations. Obtain well-trained staff to help young people weigh and sift the information these materials contain.
- Encourage adequate financing in the States of services for rural youth.

When rural youth are unable to solve the problems facing them in the area of employment, community leaders and public and private agencies have a responsibility to help them prepare themselves for useful citizenship.

U.S. GOVERNMENT PRINTING OFFICE: 1963

For sale by Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402—Price 5 cents